DOCUMENT RESUME

ED 379 234 SP 035 739

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TITLE Adaptation of Curriculum, Instructional Methods, and Materials Component, Instructional Assistant Program, 1992-93. Ohio Disadvantaged Pupil Program Fund, Final Evaluation Report.
INSTITUTION Columbus Public Schools, OH. Dept. of Program Evaluation.
PUB DATE [93]
NOTE 39p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Disadvantaged Youth; *Inservice Education; Kindergarten; *Language Arts; Postsecondary Education; Primary Education; Program Effectiveness; Program Evaluation; Reading Instruction; *Remedial Instruction; *Supplementary Education; *Teacher Aides; *Underachievement; Writing Instruction
IDENTIFIERS Columbus Public Schools OH

ABSTRACT

The Instructional Assistant Program, funded by the Ohio Disadvantaged Pupil Program Fund, provides educational support for underachieving pupils by training instructional assistants to provide direct instructional service to selected pupils in the classroom setting. Emphasis was placed on activities which would increase oral and written language and reading skills needed to be successful in school. Teachers involved with the program are assigned an assistant for one-half day and provide direct supervision for the assistant. The assistants attend inservice training sessions and are provided with supplementary materials and instructional activities. Pupil census information indicated that the program served 2,260 kindergartners during the 1992-93 school year for an average of 2.7 hours of instruction per week. The average number of pupils served per teacher was 18.8, and the average number of days pupils were served was 80.4 days. Program objectives, which concerned student awareness of early concepts about print, teachers' perception that the instructional assistants' services improved pupils' reading and language arts, and meaningful training sessions for instructional assistants, were met. Appendices include: early development checklist scoring sheet; classroom teacher survey, general inservice evaluation form; instructional assistant assessment instrument; and a calendar worksheet for computing days of pupil service. (JDD)

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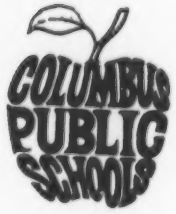
ED 379 234

Ohio Disadvantaged Pupil Program Fund

FINAL EVALUATION REPORT

ADAPTATION OF CURRICULUM, INSTRUCTIONAL METHODS, AND MATERIALS COMPONENT INSTRUCTIONAL ASSISTANT PROGRAM

1992-93



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Ohio Disadvantaged Pupil Program Fund

FINAL EVALUATION REPORT
ADAPTATION OF CURRICULUM, INSTRUCTIONAL METHODS, AND MATERIALS COMPONENT
INSTRUCTIONAL ASSISTANT PROGRAM

1992-93

ABSTRACT

Description: The Instructional Assistant Program served 2260 Kindergarten pupils. Funding of the program was made available through the Ohio Disadvantaged Pupil Program Fund of 1992-93.

The goal of the program is to provide educational support for underachieving pupils. The instructional assistants were trained to provide direct instructional service to selected pupils in the classroom setting. Teachers involved with the program were assigned an assistant for one-half day and provided direct supervision for the assistant.

The program was located in 86 buildings with 155 assistants (a full-time equivalent of 120.5) serving 210 teachers. The average number of kindergarten pupils served by an assistant was 18.8.

Time Interval: For evaluation purposes, the Instructional Assistant Program started on September 28, 1992. For evaluation based on test data (Objective 1.0), the time interval ended March 26, 1993. This provided a maximum of 113 possible days of instruction for kindergarten pupils. To meet the attendance criterion (80%) for inclusion in the analyses of Objective 1.0, pupils must have attended at least 90.4 days.

Activities: Implementation of the program was accomplished through daily instructional activities to strengthen and extend regular classroom instruction. Emphasis was placed on activities which would increase oral and written language and reading skills needed to be successful in school.

Program Objective: The first objective for kindergarten stated that at least 50 percent of the pupils who attend the program at least 80 percent of the instructional period will demonstrate an awareness of early concepts about print such that they will successfully complete 12 of 17 items on a concepts about print test (Balloons). Successful completion of at least 12 of 17 items is considered appropriate for promotion to grade 1. Objective 2.0 stated that, given the service of a half-time instructional assistant in the classroom, 80 percent of the teachers will observe that pupils receiving instructional assistance by the assistant will improve significantly in reading and language arts as a direct result of that service; and Objective 3.0 stated that meaningful training sessions would be provided for participants regarding materials and skills necessary to perform the stated tasks of the instructional assistants. Criterion 3.1 stated that 80 percent of the participants would perceive each training session to be meaningful, while Criterion 3.2 stated that 80 percent of the participants would perceive the content of the training sessions as helpful in the classroom setting.

Evaluation Design: The major evaluation effort was accomplished through the collection and analysis of the Balloons test (locally constructed, 1991) for kindergarten pupils. Analyses of the Balloons test included an examination of posttest scores in terms of raw scores, minimum, maximum, and median scores. Locally constructed surveys were used to obtain data from staff working in the program.

Major Findings/Recommendations: Pupil census information indicated that the program served 2260 pupils during the 1992-93 school year for an average of 2.7 hours of instruction per week. The average daily membership in the program was 1817.1 pupils. The average number of days scheduled per pupil was

109.0 days and the average number of days pupils were served was 80.4 days. The average number of pupils served per teacher was 18.8.

Of the 2260 pupils served, 90.0%, (2035) received an administration of the Balloons test and had valid scores. The attendance criterion for inclusion in Objective 1.0 was met by 983 pupils which was 43.5% of all pupils served.

A review of the kindergarten data indicates that all program objectives were achieved. Objective 1.0 was attained. The data indicated 756 (76.9%) of the pupils in the evaluation sample successfully completed 12 of 17 items on a concepts about print test (Balloons); 145 (14.8%) of this number had all 17 items correct. The data indicated 88.0% (125) of the teacher ratings agreed that pupil success was attributable to the services of the instructional assistant. Objective 2.0 was attained. With regard to Objective 3.0 (Criterion 3.1), 94.4% (item 1) of the assistants rated that the inservices were worthwhile; 94.6% (item 2) agreed the inservices were informative; the data also indicated there was time to ask questions and questions were answered adequately. Overall, 90.4% of Instructional Assistants responded positively with regard to the value of the inservice training in the classroom. The one exception related to the use of the Resource Guide, 78.9% of the Instructional Assistants agreed or strongly agreed that they used the Resource Guide on at least a weekly basis (item 11). Objective 3.0, as specified in Criterion 3.1 and 3.2, was attained.

It is strongly recommended that the Instructional Assistant Program be continued in the 1993-94 school year. The following recommendations are made to enhance program success: inservice meetings should be continued and focus on reading, language arts, and the assessment process; and at least one of the inservice meetings should be held for teachers and assistants. School visitation by the program evaluator should be continued next year to monitor evaluation concerns and respond to assistants' needs.

Ohio Disadvantaged Pupil Program Fund

FINAL EVALUATION REPORT
ADAPTATION OF CURRICULUM, INSTRUCTIONAL METHODS, AND MATERIALS COMPONENT
INSTRUCTIONAL ASSISTANT PROGRAM

1992-93

Program Description

The Instructional Assistant Program provided service in 86 of the 89 elementary buildings with 155 assistants (a full-time equivalent of 120.5) serving 210 teachers. Funding for this program was made available through the Ohio Disadvantaged Pupil Program Fund of 1992-93.

The goal of the Instructional Assistant Program is to provide an educational support program for underachieving pupils. The overall purpose of the program is to significantly improve the reading skills of underachieving pupils at kindergarten with additional reinforcement provided by a trained instructional assistant. The focus of the intervention strategies is centered on reading and writing using the whole-language approach construction. The instructional assistants are trained to provide direct instructional service to selected pupils in the classroom setting. Teachers involved with the program are assigned an assistant for one-half day and provide direct supervision for the assistant. The assistants attend inservice training sessions and are provided with supplementary materials and many instructional activities in the areas of oral language, written language, reading skills, mathematics, and classroom management. The assistants are also provided assistance whenever needed by two program coordinators who regularly visit them at their schools and prepare and present some of the inservice programs.

Evaluation Design

Objectives

The following Evaluation design for the kindergarten program included three Objectives.

Objective 1.0: At least 50 percent of the kindergarten pupils who attended the program at least 80 percent of the instructional period will demonstrate an awareness of early concepts about print such that they will successfully complete at least 12 of 17 items on a concepts about print test (**Balloons**). Successful completion of at least 12 of 17 items is considered appropriate for promotion to grade 1.

Objective 2.0: Given service of a half-time instructional assistant in the classroom, 80 percent of the teachers will perceive that pupils receiving instructional assistance by the assistant have improved significantly in reading and language arts as a direct result of that service.

Criterion 2.1 Evidence of pupil improvement in reading and language arts as a result of the services of the assistant as adjudged by the classroom teachers.

Objective 3.0: To provide meaningful training sessions for participants regarding materials and skills necessary to perform the stated tasks of the instructional assistants.

Criterion 3.1 Evidence that 80 percent of the participants perceived each training session to be meaningful.

Criterion 3.2 Evidence that 80 percent of the participants perceived the content of the training sessions as helpful in the classroom setting.

Instruments

The evaluation design for the Instructional Assistant program called for the collection of data in five areas. A copy of each instrument is found in Appendix B, with the exception of the computer generated Pupil Roster.

1. Test Information

The Letter Identification and Early Development Checklist[1] (locally developed, 1991) were used to assess and select pupils for program inclusion. Both instruments are part of the Kindergarten Assessment Portfolio (see Footnote, Appendix A, p. 16). All kindergarten pupils in program schools were administered the tests between September 3-25, 1992 by program staff. See Appendix B, pp. 18-19, for copies of scoring sheets for both instruments.

The Balloons: A Concept About Print Assessment[1] (locally constructed, 1991) was used to assess kindergarten pupil's concepts about print. The Balloons test is a criterion-referenced measure from the Kindergarten Assessment Portfolio (see Footnote, Appendix A, p. 16). Program pupils were administered the test the week of March 29, 1993 by program teachers. See Appendix B, pp. 20-21, for a copy of the Balloons Scoring Sheet.

2. Pupil Census Information

Calendar Worksheet. The Calendar Worksheet (locally constructed) was used to record pupil service information and Selection Scores (see Appendix B, p. 29).

Pupil Data Sheet. A Pupil Data Sheet (locally constructed) was completed at the end of the year by program assistants and teachers for each pupil served. This instrument was used to collect the following information: pupil progress, hours per week of instruction. English-speaking status, number of days of pupil service, and the Balloons test score (see Appendix B, p. 30).

Pupil Roster. The Pupil Roster was completed by program teachers to indicate official enrollment of each pupil in the program. Program teachers identified pupils served from a computer generated list of all kindergarten pupils in their building. Information included pupil name, student number, date of birth, program teacher name, school code, and program code.

3. Classroom Teacher Survey Information

The Classroom Teacher Survey was completed by the teachers to whom assistants were assigned. The purpose of the instrument was to obtain teachers' perceptions of: (a) impact of the assistants' services on the pupils' reading skills, and (b) various aspects of the functioning of the program in the classroom. The locally developed survey was administered during May, 1993 (see Appendix B, pp. 22-23).

4. Inservice Evaluation Information

Instructional assistants were provided with an orientation inservice in September, 1992; they were asked to respond to the Orientation Evaluation Form (see Appendix B, pp. 24-25) at the end of the session. In addition, eight inservice training sessions were provided for the instructional assistants

throughout the school year. At the end of each session, the assistants were asked to rate the value of the session by completing the General Inservice Evaluation Form (see Appendix B, p. 26).

5. Instructional Assistant Survey Information

During early May 1993, the Instructional Assessment Instrument (see Appendix B, pp. 27-28) was sent to all instructional assistants for them to assess the degree to which the content of the training sessions were adjudged to be of help in fulfilling their responsibilities in the classroom.

In addition to the types of data specified in the evaluation design, process evaluation data were obtained via on-site visitations to program classrooms. Findings are discussed later in this report.

Program Timeline and Selection Process

For evaluation purposes, the Instructional Assistant program started September 28, 1992. For evaluation based on test data (Objective 1.0), the time interval ended March 26, 1993. This provided a maximum of 113 possible days of instruction for kindergarten pupils. To meet the attendance criterion (80%) for inclusion in the analysis for the time interval which ended March 26, 1993 (Objective 1.0), pupils must have attended 90.4 days.

For program selection purposes, all kindergarten pupils were administered two selection instruments (Letter Identification and Early Development Checklist, locally developed, 1991) by program staff between September 3-25, 1992. Each test when scored yielded a total raw score. Using the Kindergarten Scoring Matrix, each pupil's raw scores on the two selection instruments were converted to a single selection score. Pupils scores were rank ordered from lowest to highest and recorded on the Program Selection List Form. Teachers served pupils with the lowest selection score (serving no more than 12 pupils). Those pupils who did not receive immediate service were placed on a waiting list and were to receive service as other pupils exited the program.

Major Finding

The pupil census information is summarized in Table 1. The program served 2260 pupils for an average of 2.7 hours of instruction per week. Of this number, 2247 (99.4%) pupils were English-speaking and 17 (8%) were identified as special education pupils. The average daily membership in the program was 1817.1 pupils. The average number of days scheduled per pupil was 91.7 days and the average number of days pupils were served was 80.4 days. The average number of pupils served per assistant was 18.8.

The evaluation sample for Objective 1.0 was comprised of those pupils who attended 80 percent of the program days and had a posttest score on the Balloons test. The attendance criterion was met by 983 pupils, which was 43.5% of the 2260 pupils served and 48.3% of the 2035 pupils who received a spring administration of the Balloons test. Results from Balloons testing for the evaluation sample pupils are presented in Table 2.

The results of analyses of posttest data for minimum, maximum, and median scores are shown in Table 2. The median number of items correct on the posttest was 14. Raw scores on the test ranged from 1 to 17.

Table 1

Number of Pupils Served, Averages for Days Scheduled, Days Served, Daily Membership and Hours of Instruction Per Week Reported for Kindergarten 1992-93

Pupils Served	Girls	Boys	Average Days Scheduled	Average Days Served	Average Daily Membership	Average Hours of Instruction per Pupil per Week
2260	1012	1248	91.7	80.4	1817.1	2.7

The first objective (Objective 1.0) called for 50 percent of the evaluation sample to demonstrate an awareness of early concepts about print such that they would successfully complete 12 of 17 items on a concepts about print test (Balloons). Objective 1.0 was met by 76.9% (756) of the evaluation sample pupils successfully completing 12 or more items on the Balloons test at the end of the treatment period; 14.8% (145) were successful in completing all 17 item (see Table 2).

Table 2

Minimum, Maximum, and Median for the Balloons Posttest Raw Scores Reported for Kindergarten 1992-93

	Posttest			Met Program Objective	
N[a]	Min.	Max.	Median	n	%
983	1	17	14	756	76.9

[a]Number of Evaluation Sample pupils.

Although the results for the number of correct responses have been presented, the reader should be wary of trying to extrapolate these results into comparisons or make generalizations concerning other pupils in the general kindergarten population. Only a posttest was administered, no pretest was given. The results best reflect pupils' mastery of the specified program objective and preclude valid opportunities to make comparisons across projects using different tests.

The second objective stated that, given the service of a half-time instructional assistant in the classroom, 80 percent of the teachers will observe that pupils receiving instructional assistance by the assistant will improve significantly in reading and language arts as a direct result of that service. In May 1993, the teachers participating in the program were surveyed to evaluate their perceptions of the impact of the services of the assistants on kindergarten pupils' beginning reading strategies. Of the 210 teachers surveyed, 142 (67.6%) returned the survey. The first part of the survey asked the teachers to respond to eight statements concerning the performance of the instructional assistant as well as the adequacy of the Balloons testing instrument. The second part of the survey asked the teachers to respond to 11 statements concerning the extent to which progress by target pupils could be attributed to the efforts of the instructional assistant. The teachers responded to the items in Part 1 and 2 using a 5-point rating scale from Strongly Disagree to Strongly Agree. Tables 3 and 4 summarize responses to the two parts of the survey (see Appendix B, pp. 22-23).

The teachers' agreement with item 1 (88.0%) is an indication that Criterion 2.1 specified in Objective 2.0 was achieved (see Table 3). The overall average response from teachers was 4.4 (on a 5-point scale).

Response to items 7 and 8 (Table 3, Part 1) indicated that the time allotted for testing and the instructions provided for the testing process were very adequate. Of the 140 teachers responding to item 6 (Table 3), 110 (78.6%) indicated the Balloons test was an accurate measure of pupil's knowledge regarding concepts about print; the other teachers were unsure (20) or disagreed (10) with the accuracy of the measure. The data indicated in response to item 4, only 69.6% (96) of the respondents rated the Resource Guide as of great value to the instructional assistant in helping pupils.

Overall, is appears that the classroom teachers perceive that the assistants are successfully contributing to the progress of their target pupils. The overall average rating for Part 2 was 4.2.

In summary, results indicate that Objective 2.0 was achieved. However, teacher ratings, in Part 1, did appear to highlight the following area of concern: The inadequacy of the Resource Guide, developed for the program, in helping pupils to the degree anticipated.

The third objective stated that meaningful training sessions would be provided for participants regarding materials and skills necessary to perform effectively as an instructional assistant. During the year, a series of 9 inservice sessions were provided for the kindergarten instructional assistants (see Appendix C, Table C-1, page 32). At the end of each session, the assistants were asked to rate the value of the session by completing the Orientation Evaluation Form (September, 1992) and the Instructional Assistant Program Training Survey for all other meetings (see Appendix B, pp. 24-26). Reports were given to Federal and State Programs following each meeting and are available upon request. The meetings were rated highly by participants. Comments by assistants indicated they favored having an opportunity to learn more about creating and organizing lesson plans, to share ideas and learn new techniques from other assistants, to review new books, and to learn appropriate teaching and testing techniques from instructional videos of the program coordinators. The overall evaluation results of the content presented at the sessions are summarized in Table 5. The evidence shows that the kindergarten assistants perceived the inservice sessions to be very worthwhile (94.4%, item 1) and informative (94.6%, item 2); the data also indicated that there was time to ask questions (95.9%, item 3) and that questions were answered adequately (95.7%, item 4). Criterion 3.1 called for 80% of the participants to perceive that the content of the training sessions would be meaningful in the classroom. Based on the percentage of instructional assistants who agreed or strongly agreed with items 1 and 2 (Table 5), Criterion 3.1 as specified in Objective 3.0 was achieved.

In May 1993, the Instructional Assessment Instrument (see Appendix B, pp. 27-28) was sent to the kindergarten instructional assistants. The purpose of this instrument was to assess the value of the inservices after the assistants had an opportunity to apply the inservice training and materials in the

Table 3

Average Response and Percent of Responses to Part 1
of the Classroom Teacher Survey (Kindergarten)
1992-93

	Item	Number Responding	Average Response	Percent SA (5)	A (4)	U (3)	D (2)	SD (1)
1.	The beginning reading strategies of pupils in the target group has improved as a direct result of interacting with the instructional assistant.	142	4.4	55.6	32.4	6.3	4.9	0.7
2.	The instructional materials made by the assistant were useful in working with children.	141	4.3	52.5	34.8	4.3	4.9	3.6
3.	The instructional assistant has a basic understanding of how kindergarten pupils begin to read.	141	4.3	56.0	29.8	6.4	5.7	2.1
4.	The Resource Guide developed for the program has been of great value to the assistant in helping pupils.	138	3.9	35.5	34.1	23.9	3.6	2.9
5.	The instructional assistant relates well to the target pupils.	140	4.6	70.7	21.4	0.7	6.4	0.7
6.	The Balloons test (locally constructed) seemed to be an adequate measure of pupil's knowledge regarding concepts about print.	140	4.1	35.7	42.9	14.3	5.7	1.4
7.	The instructions given to complete the Balloons testing process were adequate.	141	4.3	42.6	45.4	9.9	2.1	0.0
8.	The time allotted for testing was adequate.	140	4.3	39.3	52.9	7.1	0.7	0.0

Note. Ratings were based on the following scale: SA = Strongly Agree, A = Agree, U = Undecided, D = Disagree, SD = Strongly Disagree.

Table 4

Average Response and Percent of Responses to Part 2
of the Classroom Teacher Survey (Kindergarten)
1992-93

	Item	Number Responding	Average Response	Percent SA (5)	A (4)	U (3)	D (2)	SD (1)
1.	Relate and share experiences and stories in correct sequence	141	4.1	40.4	38.3	12.8	6.4	2.1
2.	Recognize the letters of the alphabet	142	4.4	48.6	42.3	4.9	4.2	0.0
3.	Write their names and numbers (1-20)	142	4.4	49.3	43.7	3.5	3.5	0.0
4.	Contribute to an interactive writing activity	140	4.0	40.0	36.4	12.9	7.1	3.6
5.	Listen and respond to stories, poems, plays and other literacy forms	142	4.2	49.3	33.1	11.3	2.1	4.2
6.	Recall details and stories	142	4.1	39.4	40.9	10.6	7.0	2.1
7.	Identify colors, shapes, and sizes	140	4.5	59.3	35.0	2.9	2.9	0.0
8.	Uses letter-sound associations in reading and in writing	141	4.1	43.3	40.4	5.7	8.5	2.1
9.	Increase their reading independence	142	4.1	45.8	32.4	9.9	9.2	2.8
10.	Read familiar sentences	142	4.1	43.7	38.0	7.8	7.8	2.8
11.	Recognize high frequency words and understands concepts introduced in the Houghton-Mifflin reading series	140	4.0	36.4	40.7	10.7	10.7	1.4

Note. Ratings were based on the following scale: SA = Strongly Agree, A = Agree, U = Undecided, D = Disagree, SD = Strongly Disagree.

Table 5

Number Responding and Average Responses of Kindergarten Assistants to Inservice Statements for All Meetings During 1992-93 School Year

	Statements	Number Responding	Average Response	Responses SA (5)	A (4)	U (3)	D (2)	SD (1)
1.	I think this was a very worthwhile meeting.	674	4.5	387	249	23	9	6
2.	The information presented in the meeting will assist me in my program.	672	4.5	380	256	26	4	6
3.	There was time to ask questions pertaining to the presentation.	671	4.5	364	280	19	5	3
4.	Questions were answered adequately.	670	4.5	371	270	21	5	3

Note: Items were rated using a 5-point scale where SA = Strongly Agree, A = Agree, U = Undecided, D = Disagree, SD = Strongly Disagree.

classroom. The assistants were asked to indicate the extent to which they agreed with 12 statements using a 5-point scale. Of the 155 assistants, 136 (87.7%) returned the survey. Table 6 contains the findings. Criterion 3.2 called for 80% of the participants to perceive that the content of the training sessions as helpful in the classroom setting. Overall, 90.4% of Instructional Assistants responded positively with regard to the value of the inservice training in the classroom (Table 6). The one exception related to the use of the Resource Guide, 78.9% of the Instructional Assistants agreed or strongly agreed that they used the Resource Guide on at least a weekly basis (item 11). The overall average rating of the 12 statements of the assessment was 4.4. The evidence outlined in Table 6 shows that Criterion 3.2 as specified in Objective 3.0 was attained.

Process evaluation for the school year (1992-93) included: (1) the collection and review of Calendar Worksheets and (2) school visitations by the program evaluator to review records. Process evaluation conducted to monitor record keeping procedures of assistants occurred at three points in the year, November 1992 and February 1993 (for reviewing of Calendar Worksheets), and January - March, 1993 (school visitations).

Each assistant was asked to send copies of the Calendar Worksheet for a randomly selected group of program pupils to the program evaluator in November 1992 and February 1993. The Calendar Worksheet was designed to document the days of pupil program service (see Appendix B, p. 29). Worksheets were reviewed to see if they were properly coded; those in error were corrected by phone or a short note. Needed information was supplied to those assistants having additional concerns. Calendar Worksheets were generally found to be in compliance with evaluation guidelines.

Beginning January, 1993 the DPPF program evaluator visited all program assistants to review records. More specifically, the purpose of these visits was to review pupil selection and related record keeping documents to insure that appropriate pupils were served--even if served for only one day. All kindergarten Instructional Assistant Program classrooms in 86 buildings were visited during the period from January 5, 1993 to March 1, 1993.

The data indicated no major problems regarding the documents reviewed during the visits. Generally, pupil's test scores were correctly rank ordered for selection purposes and appropriate pupils were served; however, suitable notation did not always accompany those eligible pupils listed for service, but not served. Most selection lists were posted and if not, were readily available. Space was not always available for assistants to post information and some classroom teachers preferred to maintain all selection documents.

Summary

The kindergarten component of the Instructional Assistant Program provided an educational program for kindergarten pupils who were underachievers in reading. Instructional Assistants were trained to provide direct instructional service to selected pupils in the classroom setting. The program was conducted in 86 schools with an equivalent of 120.5 assistants serving 2260 pupils and 210 teachers. The average number of kindergarten pupils served per instructional assistant was 18.8 during the 1992-93 school year for an average of 2.7 hours per day.

For evaluation purposes, the kindergarten Instructional Assistant Program started September 28, 1992. For evaluation based on test data (Objective 1.0), the time interval ended March 26, 1993. This provided a maximum of 113 possible days of instruction for kindergarten pupils. To meet the attendance criterion (80%) for inclusion in the analysis for the time interval which ended March 26, 1993 (Objective 1.0), kindergarten pupils must have attended 90.4 days.

Table 6

Number Responding and Average Response and Percent of Responses for the Instructional Assistant Assessment Instrument (Kindergarten)
1992-93

	Item	Number Responding	Average Response	Percent SA (5)	A (4)	U (3)	D (2)	SD (1)
1.	As a result of the inservice training sessions, I have a greater understanding of how kindergarteners begin to read.	134	4.5	47.8	50.0	1.5	0.8	0.0
2.	The inservice training sessions helped me to effectively participate in a kindergarten classroom.	135	4.4	49.6	45.2	5.2	0.0	0.0
3.	As a result of the inservice training sessions, I have a better understanding of the concerns and responsibilities that a kindergarten teacher has toward the instruction of beginning reading.	135	4.4	46.7	46.7	5.9	0.7	0.0
4.	The topics presented in the inservice training sessions were helpful to me in understanding my role in the classroom.	135	4.4	44.4	48.9	5.9	0.7	0.0
5.	I understand how the supplemental reading books for the Houghton-Mifflin reading series are to be used at the kindergarten level.	135	4.3	36.3	56.3	5.9	1.5	0.0
6.	During the inservice training sessions, I learned many activities and instructional methods which may be used in the instruction of reading with kindergarten pupils.	135	4.5	52.6	44.4	1.5	1.5	0.0

(table continues)

Table 6 (continued)

Number Responding and Average Response and Percent of Responses for the Instructional Assistant Assessment Instrument (Kindergarten)
1992-93

	Item	Number Responding	Average Response	Percent SA (5)	A (4)	U (3)	D (2)	SD (1)
7.	These inservice sessions made me aware of the instructional resources made available by our school system.	135	4.2	36.3	54.1	7.4	2.2	0.0
8.	After the inservice training session, I felt better prepared to help children in learning to read.	134	4.5	51.5	44.0	2.9	1.5	0.0
9.	I shared information from the inservice training sessions with the kindergarten teacher(s) to whom I am assigned.	136	4.4	47.1	50.0	2.2	0.7	0.0
10.	The teacher(s) I work with has shared ideas and shown me ways to become better at helping pupils learn to read.	134	4.4	52.9	38.8	5.2	2.2	0.8
11.	I used the Resource Guide on at least a weekly basis.	133	3.9	32.3	46.6	6.0	13.5	1.5
12.	The Resource Guide was very useful to me in the instruction of reading and language arts skills.	132	4.3	44.7	46.9	3.0	5.3	0.0

Note. Ratings were based on the following scale: SA = Strongly Agree, A = Agree, U = Undecided, D = Disagree, SD = Strongly Disagree.

The evaluation sample was comprised of pupils who attended the program at least 80 percent of the instructional period and had a valid posttest score (Objective 1.0) on the Balloons test.

There were three Objectives established for the kindergarten component of the Instructional Assistant Program. All were achieved.

Objective 1.0 called for evidence that 50 percent of the kindergarten pupils who attend at least 80 percent of the instructional period would demonstrate an awareness of early concepts about print such that they would successfully complete at least 12 of 17 items on a concept about print test (Balloons). Successful completion of at least 12 of 17 items is considered appropriate for promotion to grade 1. The data indicated 76.9% (756) of the pupils successfully completed 12 or more of the 17 items on the test; 14.8% (145) were successful in completing all 17 items. Objective 1.0 was attained.

Objective 2.0 stated that, given the service of a half-time instructional assistant in the classroom, 80 percent of the kindergarten teachers will perceive that pupils receiving instructional assistance by the assistant will improve significantly in reading and language arts as a direct result of that service. Teachers were surveyed in the spring to assess their perceptions regarding the services rendered by the instructional assistant. Of the 210 teachers surveyed, 142 (67.6%) returned the survey. The first part of the survey asked the teachers to respond to eight statements concerning the performance of the instructional assistant as well as the adequacy of the Balloons testing instrument. The second part of the survey asked the teachers to respond to 11 statements concerning the extent to which progress by target pupils could be attributed to the efforts of the instructional assistant. The teachers responded to the items in Part 1 and 2 using a 5-point rating scale from Strongly Disagree to Strongly Agree.

The teachers' agreement with item 1 (88.0%) is an indication that Criterion 2.1 specified in Objective 2.0 was achieved. The overall average response from teachers was 4.4 (on a 5-point scale). Objective 2.0 was attained.

Objective 3.0 stated that meaningful training sessions were to be provided for participants regarding materials and skills necessary to perform the stated tasks of the instructional assistant. Criterion 3.1 called for 80% of the participants to perceive that each training session was meaningful. During the year, 9 inservice sessions were provided for instructional assistants. The evidence shows that kindergarten assistants perceived the inservice sessions to be worthwhile (94.4%, item 1), informative (94.6%, item 2), questions were answered there was time to ask questions pertaining to the presentation (95.9%, item 3) and questions were answered adequately (95.7%, item 4). Based on the percentage of instructional assistants who Agreed or Strongly Agreed with items 1 and 2, Criterion 3.1 as specified in Objective 3.0 was achieved. Criterion 3.2 called for 80% of the participants to perceive that the content of the training sessions would be helpful in the classroom. Overall, 90.4% of the Instructional Assistants responded positively to the 12 statements regarding the value of the inservice; the one exception (item 11) related to the use of the Resource Guide on at least a weekly basis (78.9% agreement). The overall average rating of the 12 statements of the assessment was 4.4. Thus Criterion 3.2, as specified in Objective 3.0 for kindergarten, was achieved. The achievement of Criterion 3.1 and 3.2 indicate Objective 3.0 was attained.

Process evaluation for the school year (1992-93) included: (1) the collection and review of Calendar Worksheets, and (2) school visitations which were conducted by the program evaluator to review records. Process evaluation conducted to monitor record keeping procedures occurred at three points in the year: November 1992 and February 1993 (collection of Calendar Worksheets), and January - March, 1993 (school visitations).

Each assistant was asked to send copies of the Calendar Worksheet for a randomly selected group of program pupils to the program evaluator. Worksheets were reviewed to see if they were properly coded; those in error were corrected by phone or a short note. Needed information was supplied to those

assistants having additional concerns. Calendar Worksheets were generally found to be in compliance with evaluation guidelines.

From January, 1993 to March 1, 1993 the DPPF program evaluator visited all program assistants to review pupil selection and related record keeping documents to insure that appropriate pupils were served--even if served for only one day. All kindergarten Instructional Assistant Program classrooms in 86 buildings were visited.

The data indicated no major problems regarding the documents reviewed during the visits. Generally, pupil's were correctly rank ordered for selection purposes and appropriate pupils were served; however, suitable notation did not always accompany those eligible pupils listed for service, but not served. Most selection lists were posted and if not, were readily available.

Recommendations

Based on the evaluation results, it is strongly recommended that the Instructional Assistants Program be continued in the 1993-94 school year. The following recommendations are made to enhance program success:

1. Provide an inservice program for assistants to broaden the base of instructional skills as highlighted by the concerns expressed in the General Inservice Evaluation Forms and reflected in the kindergarten survey of personnel. In addition, a major focus of the inservice program should be to heighten awareness of the usefulness of the Resource Guide and to improve those skills needed to enhance the Houghton-Mifflin reading series.

2. Provide at least one team inservice meeting for teachers and assistants to broaden the understanding of their roles and responsibilities in regards to instructional objectives, program goals and the Resource Guide, especially in the areas of improving reading and language arts at the kindergarten level. Emphasis should be placed on those areas highlighted by the concerns reflected in the survey of personnel.

3. When and wherever possible, the program evaluator should increase program classroom visitations to ascertain the degree of evaluation compliance and to address the concerns of assistants.

References

Columbus Public Schools. (1991). Kindergarten Assessment Portfolio Columbus, OH: Competency Based Education Department. Federal and State Programs. Department of Program Evaluation.

Appendix A

Footnote

Footnote

[1]The Kindergarten Assessment Team under the direction of the Division of Curriculum and Instruction, Early Childhood Education Department, Developed a packet of instruments called the Kindergarten Assessment Portfolio. This portfolio was written for the Columbus City School district under the direction of the Competency Based Education Department, Federal and State Programs, in conjunction with the Department of Program Evaluation, in Summer 1991. The purpose of the packet of instruments was to assist the teacher in forming an accurate portrait of the total child.

Appendix B

Kindergarten Component

PLACE LABEL HERE

STUDENT NO. _ _ _ _ _ _ _ BIRTHDATE _ _ _ _ _ _ _ _
M M D D Y Y

NAME _
LAST FIRST MI

GRADE _ _ SCHOOL CODE _ _ _

EARLY DEVELOPMENT CHECKLIST SCORING SHEET

Date: _____

School: _____

Classroom Teacher: _____

SCORE	ITEM
_____	1. SAYS FIRST AND LAST NAME.
_____	2. SAYS TELEPHONE NUMBER.
_____	3. SAYS ADDRESS (NUMBER AND STREET).
_____	4. RECOGNIZES FIRST AND LAST NAME IN PRINT.
_____	5. WRITES FIRST NAME WITHOUT A COPY.
_____	6. IDENTIFIES BASIC COLORS.
_____	7. IDENTIFIES BASIC SHAPES.
_____	8. COUNTS UP TO TEN OBJECTS.
___/16	TOTAL

Directions:

1. Place the pupil's ID label in the space at the top of the page. If you do not have a label for a pupil, fill in the STUDENT NUMBER, BIRTHDATE, NAME (LEGAL), GRADE, AND SCHOOL CODE.
2. In the SCORE column, place a 2 to the left of the item if the pupil received SUCCESSFUL, a 1 if the pupil received PARTIAL, and 0 if the pupil received NOT YET.
3. Record the TOTAL for all items in the space provided.
4. Turn this form over and record the data for the Letter Identification test.

BEST COPY AVAILABLE

LETTER IDENTIFICATION SCORING SHEET

Date: _____ School: _____

Classroom Teacher: _____

LETTER	SCORE	LETTER	SCORE
A	___	a	___
G	___	g	___
M	___	m	___
S	___	s	___
Y	___	y	___
C	___	c	___
W	___	w	___
Q	___	q	___
K	___	k	___
E	___	e	___
I	___	t	___
O	___	i	___
U	___	o	___
B	___	u	___
H	___	b	___
N	___	h	___
T	___	n	___
Z	___	t	___
F	___	z	___
L	___	f	___
R	___	l	___
X	___	r	___
D	___	a	___
J	___	x	___
P	___	d	___
V	___	j	___
		p	___
		v	___
		g	___
COLUMN TOTAL	/26	COLUMN TOTAL	/29

TOTAL /55

Directions:

1. Be certain you have completed the required information at the top of the form on the reverse side.
2. In the SCORE column, place a 1 if the pupil responded correctly. If the pupil's response was incorrect, place a 0 in the blank. If the pupil did not attempt to identify the letter, do not mark anything on the line.
3. Record the COLUMN TOTALS in the spaces provided.
4. Record the TOTAL for all items in the space provided.
5. After completing this form, return the original to your program evaluator at 52 Starling Street and keep a copy for yourself.

P:\P602\FORMS
8-24-92

SCORING SHEET FOR BALLOONS

Name _____ School _____

Date _____ Room _____

PROCEDURES	DIRECTIONS	CRITERIA	YES	NO	OBJECTIVES
Hold the book vertically by the outside edge, spine toward the child.	"I'm going to read this book to you, but I want you to help me." "Show me the front of the book."	Child must point to front cover of the book.			Child knows front from back of book.
READ THE TITLE OF THE BOOK					
Open the book to page 2.	"I'll read this story. You help me. Show me where to start reading."	Child must point to any part of the page with text.			Child knows that the print, not the picture, carries the message.
READ PAGE 2					
Turn to page 4/5	"Where do I start to read?"	Child must point to the word "I".			Child knows to begin reading at top left of the print.
	"Which way do I go?"	Child must indicate left to right movement across top line of print.			Child knows left to right movement.
	"Where do I go next?"	Child must point to the word "and".			Child knows return sweep.
READ PAGE 4 AND MODEL POINTING					
Turn to page 6/7	"Where do I start to read?"	Child must point to any place on page 6.			Child knows that left page is read before right page.
READ PAGE 6 AND MODEL POINTING					
Point to page 7	"You point while I read this page."	Child must point to each word as it is read slowly.			Child knows one-to-one word match.
READ PAGE 7					

PROCEDURES	DIRECTIONS	CRITERIA	YES	NO	OBJECTIVES
Turn to page 9	"You point while I read."	Child must point to each word as it is read slowly.			Child knows one-to-one word match.
READ PAGE 9					
Turn to page 11	"Now you point and read."	Child must read and point correctly to each word as he reads it.			Child knows one-to-one word match and is able to read accurately.
Turn to page 13	"You point and read."	Child must read and correctly point, etc.			Same as above.
Turn to page 14	"You point and read."	Child must read and correctly point, etc.			Same as above.
Turn to page 15	"You point and read."	Child must read accurately.			Child is able to read accurately.
READ PAGE 17					
Teacher directs student to move cards to complete each task. DEMONSTRATE					
Place the cards outside the print.	"Move these cards and show me one letter."	Child must show one letter only.			Child knows concept of a letter.
Place the cards outside the print.	"Move these cards and show me two letters."	Child must show two letters only.			Child knows concept of two letters.
Place the cards outside the print.	"Move these cards and show me one word."	Child must show one word only.			Child knows concept of a word.
Place the cards outside the print.	"Move these cards and show me two words."	Child must show two words only.			Child knows concept of two words.
Place the cards outside the print.	"Move these cards and show me a 'capital' or 'upper case' letter.	Child must show the capital letter.			Child knows concept of capital letter.

26

Total Number of 'YES' Responses

27

Columbus Public Schools
Instructional Assistant Program (Kindergarten)
1992-93

CLASSROOM TEACHER SURVEY

The Classroom Teacher Survey of the Instructional Assistant Program is designed to evaluate your perceptions of the overall assistant program. Please complete the following survey and **return it by school mail no later than May 21, 1993**. Thank you.

Part 1. Listed below are statements regarding the Instructional Assistant Program. Please circle the one response that best describes your feelings about each statement. Responses are (SA) Strongly Agree, (A) Agree, (U) are Undecided, (D) Disagree or (SD) Strongly Disagree.

1.	The beginning reading strategies of pupils in the target group has improved as a direct result of interacting with the instructional assistant.	SA	A	U	D	SD
2.	The instructional materials made by the assistant were useful in working with children.	SA	A	U	D	SD
3.	The instructional assistant has a basic understanding of how kindergarten pupils begin to read.	SA	A	U	D	SD
4.	The Resource Guide developed for the program has been of great value to the assistant in helping pupils.	SA	A	U	D	SD
5.	The instructional assistant relates well to the target pupils served.	SA	A	U	D	SD
6.	The Balloons test (locally constructed) seemed to be an adequate measure of pupil's knowledge regarding concepts about print.	SA	A	U	D	SD
7.	The instructions given to complete the Balloons testing process were adequate.	SA	A	U	D	SD
8.	The time allotted for testing was adequate.	SA	A	U	D	SD

Part 2. Please indicate the degree to which progress was experienced by target group pupils in reading and language arts which can be attributed to the efforts of the instructional assistant. Please circle the one response that best describes your feelings about each statement. Responses are (SA) Strongly Agree, (A) Agree, (U) are Undecided, (D) Disagree or (SD) Strongly Disagree.

As the result of the efforts of the instructional assistant, target group pupils are better able to:

1.	Relate and share experiences and stories in correct sequences.	SA	A	U	D	SD
2.	Recognize the letters of the alphabet.	SA	A	U	D	SD
3.	Write their names and numbers (1-20).	SA	A	U	D	SD
4.	Contribute to an interactive writing activity.	SA	A	U	D	SD
5.	Listen and respond to stories, poems, plays and other literacy forms.	SA	A	U	D	SD
6.	Recall details and stories.	SA	A	U	D	SD
7.	Identify colors, shapes, and sizes.	SA	A	U	D	SD
8.	Use letter-sound associations in reading and in writing.	SA	A	U	D	SD
9.	Increase their reading independence.	SA	A	U	D	SD
10.	Read familiar sentences.	SA	A	U	D	SD
11.	Recognize high frequency words and understand concepts introduced in the Houghton-Mifflin reading series.	SA	A	U	D	SD

ESEA CHAPTER 1 AND DPPF
ORIENTATION INSERVICE EVALUATION FORM
1992-93 ORIENTATION

Date of Orientation Meeting _____ A.M.____ P.M.____ ALL DAY____

Circle only the program(s) you are in:

ESEA Chapter 1 Programs:
(1) Reading-Elementary (1-5)
(2) Mathematics-Elementary (3-5)
(3) Reading-Middle School (6-8)
(4) Mathematics-Middle School (6-8)
(5) N or D (1-12)
(6) Nonpublic (1-8)
(7) Reading Recovery (1)
(8) Early Literacy (1-2)

DPPF Programs:
(9) Instructional Assistant - K
(10) ADK
(11) Early Literacy - 2

General Fund Program:
(12) HSCA/SSS

Other (Specify)
(13) _____

Circle the number that indicates the extent to which you agree with statements 1-4, in rating the overall day of inservice.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I think this was a very worthwhile inservice.	5	4	3	2	1
2. The information presented in this inservice will assist me in my program.	5	4	3	2	1
3. There was time to ask questions pertaining to the presentations.	5	4	3	2	1
4. Questions were answered adequately.	5	4	3	2	1

Circle the number that indicates how you would rate each of the following portions of today's inservice in regard to interest and usefulness of presentations.

	Superior	Excellent	Good	Fair	Poor
5. Program Coordinators' Presentation					
a. Interest	5	4	3	2	1
b. Usefulness	5	4	3	2	1
c. Clarity of instructions	5	4	3	2	1
6. Program Evaluation Presentation					
a. Interest	5	4	3	2	1
b. Usefulness	5	4	3	2	1
c. Clarity of instructions	5	4	3	2	1

Please turn over for questions 7-9

7. What was the most valuable part of this meeting?_____

_____

8. What was the least valuable part of this meeting? _____

_____

9. What additional information or topics would you like to see covered in future meetings?

_____

_____

_____

GENERAL INSERVICE EVALUATION FORM
1992-93

Inservice Topic: _____

Presenter(s): _____

Date: ____/_____/_____ (e.g., 03/05/93)
MM DD YY

Session (Check only one): _____all day _____a.m. _____p.m. _____after school

Circle only the program(s) you are in:

ESEA Chapter 1 Programs:
- (1) Reading Elementary (1-5)
- (2) Mathematics-Elementary (3-5)
- (3) Reading-Middle School (6-8)
- (4) Mathematics-Middle School (6-8)
- (5) N or D (1-12)
- (6) Nonpublic (1-8)
- (7) Reading Recovery (1)
- (8) Early Literacy (1-2)

DPPF Programs:
- (9) Instructional Assistant - K
- (10) ADK
- (11) Early Literacy - 2

General Fund Program:
- (12) HSCA/SSS

Other (Specify)
- (13) _____

Circle the number that indicates the extent to which you agree or disagree with statements 1-4.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	I think this was a very worthwhile inservice.	5	4	3	2	1
2.	The information presented in this inservice will assist me in my program.	5	4	3	2	1
3.	There was time to ask questions pertaining to the presentations.	5	4	3	2	1
4.	Questions were answered adequately.	5	4	3	2	1

5. What was the most valuable part of this meeting? _____

_____

6. What was the least valuable part of this meeting? _____

_____

7. What additional information or topics would you like to see covered in future meetings?
   a) _____
   b) _____
   c) _____

Columbus Public Schools
Instructional Assistant Program (Kindergarten)
1992-93

INSTRUCTIONAL ASSISTANT ASSESSMENT INSTRUMENT

The Instructional Assistant Assessment of the Kindergarten Instructional Assistant Program is designed to evaluate your perceptions of this program. Please complete the following assessment and return it by school mail no later than May 21, 1993.

Part 1. Please respond to the following statements by circling one response which best indicates whether you (SA) Strongly Agree, (A) Agree, (U) are Undecided, (D) Disagree, or (SD) Strongly Disagree with each statement.

1.	As a result of the inservice training sessions, I have a greater understanding of how kindergarteners begin to read.	SA	A	U	D	SD
2.	The inservice training sessions helped me to effectively participate in a kindergarten classroom.	SA	A	U	D	SD
3.	As a result of the inservice training sessions, I have a better understanding of the concerns and responsibilities that a kindergarten teacher has toward the instruction of beginning reading.	SA	A	U	D	SD
4.	The topics presented in the inservice training sessions were helpful to me in understanding my role in the classroom.	SA	A	U	D	SD
5.	I understand how the supplemental reading books for the Houghton-Mifflin reading series are to be used at the kindergarten level.	SA	A	U	D	SD
6.	During the inservice training sessions, I learned many activities and instructional methods which may be used in the instruction of reading with kindergarten pupils.	SA	A	U	D	SD
7.	These inservice sessions made me aware of the instructional resources presently available in our school system.	SA	A	U	D	SD
8.	After the inservice training session, I felt better prepared to help children in learning to read.	SA	A	U	D	SD
9.	I shared information from the inservice training sessions with the kindergarten teacher(s) to whom I am assigned.	SA	A	U	D	SD

10.	The teacher(s) I work with has shared ideas and shown me ways to become better at helping pupils learn to read.	SA	A	U	D	SD
11.	I used the Resource Guide on at least a weekly basis.	SA	A	U	D	SD
12.	The Resource Guide was very useful to me in the instruction of reading and language arts skills.	SA	A	U	D	SD

Part 2. As required to the Department of Education, for the State of Ohio, please indicate below the AVERAGE number of sessions you work with target students per week; the AVERAGE number of students, where appropriate, and number of minutes per session. A session is defined as a block of time in which you provide direct service to target pupils, individually or in a small group. The calculation of the average number of sessions and average number of minutes pupils are served is based upon a typical week in which instruction was provided by the categories listed below.

	AVERAGE		
	Number of Sessions Per Week	Number of Students Per Session	Number of Minutes Per Session
1. Individualized Instruction			
a. Writing Skills	_____	N/A	_____
b. Reading	_____	N/A	_____
2. Small Group Instruction			
a. Writing Skills	_____	_____	_____
b. Reading	_____	_____	_____

CALENDAR WORKSHEET FOR COMPUTING DAYS OF PUPIL SERVICE
1992-93
Instructional Assistant and All Day Kindergarten Programs

Student Legal Name _____
Last, First

Student Birthdate __ __ __ __ __ __
M M D D Y Y

Student Number _ _ _ _ _ _

Race Code ____ (1-5)

Sex ____ (M or F)

Note: Please keep original worksheets for all pupils (even for pupils who leave). Do not send to program coordinator or to other schools

Grade Level 0 0

Selection Score __ __

Teacher Name _____

Assistant _____ (where appropriate)

Program Code _ _ _ _ _

School _____

School Code _ _ _

1992-93	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	SUB-TOTALS Scheduled (1,2)	SUB-TOTALS Served (2)
Aug 31 - Sept 25	M	M	2	3	4	H	8	9	10	11	14	15	16	17	18	21	22	23	24	25	//////////	//////////
(No scheduled days)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	//////////	//////////
Sept 28 - Oct 23	28	29	30	1	2	5	6	7	8	9	12	13	14	15	DPA 0	19	20	21	22	23		
(Max schdl days=19)																						
Oct 26 - Nov 20	26	27	28	29	30	2	3	4	5	6	9	10	11	12	13	16	17	18	19	PC 0		
(Max schdl days=19)																						
Nov 23 - Dec 18	23	24	25	H 0	N 0	30	1	2	3	4	7	8	9	10	11	14	15	16	17	18		
(Max schdl days=18)																						
Jan 4 - Jan 29	4	5	6	7	8	11	12	13	14	15	H 0	19	20	21	22	25	26	27	28	29		
(Max schdl days=19)																						
Feb 1 - Feb 26	1	2	3	4	5	8	9	10	11	12	15	16	17	18	PC 0	22	23	24	25	26		
(Max schdl days=19)																						
Mar 1 - Mar 26	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26		
(Max schdl days=20)																						
Mar 29 - Apr 23	29	30	31	1	2	5	6	7	8	N 0	N 0	N 0	N 0	N 0	N 0	19	20	21	22	23	//////////	//////////
(Max schdl days=0)																					//////////	//////////
Apr 26 - May 21	26	27	28	29	30	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	//////////	//////////
(Max schdl days=0)											0	0	0	0	0	0	0	0	0	0	//////////	//////////
May 24 - June 11	24	25	26	27	28	H	1	2	3	4	7	8	9	10	R	//////	//////	//////	//////	//////	//////////	
(No scheduled days)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	//////	//////	//////	//////	//////	//////////	

TOTALS

Scheduled			Served		

SERVICE CODES:

0 = Pupil Not Scheduled (Inservice, Teacher Illness, Personal Day, Snow Day, Parent Conference Day, etc.)
1 = Pupil Scheduled and Not Served (Absent from School/Class, Field Trips, Assemblies, Time Out, Testing, etc.)
2 = Pupil Served

RACE/ETHNIC CODES:

1 = Non Minority
2 = Black
3 = Spanish Surname
4 = Asian American
5 = American Indian

ALPHABETIC CODES:

(Write codes to LEFT of Date – Not in Service Code Fields)
E = Entered
W = Withdrawn

Kindergarten
(Maximum Scheduled = 114)
(Maximum Served = 114)

29

PAP602CALENDWS
9-1-92

35

36

Columbus Public Schools
Compensatory Education Programs

March 31, 1993
15:37

SHEET

PUPIL DATA SHEET

736 SCHOOL CODE _ _ _ PROGRAM CODE 9 3 0 0 7 SSN _ _ _ _ _ _ _ _ _

SCHOOL NAME _____ PROGRAM NAME _____ TEACHER NAME _____

1. STUDENT NAME _ _ _ _ _ _ _ _ _ _ _ _ _ _ / _ _ _ _ _ _ _ _ _ _ _ / _
   last first mi

2. STUDENT NO. _ _ _ _ _ _ GRADE _ _ BIRTHDATE _ _ / _ _ / _ _

3. AVERAGE HOURS PER WEEK OF INSTRUCTION +---+---+ +---+

4. PUPIL PROGRESS NONE SOME MUCH

5. IS THIS PUPIL ENGLISH SPEAKING? NO YES

THRU 03-26-93

6. NUMBER OF DAYS SERVICE SCHEDULED (CAREFULLY READ INSTRUCTIONS) +---+---+---+

7. NUMBER OF DAYS SERVICE RECEIVED (CAREFULLY READ INSTRUCTIONS) +---+---+---+

8. BALLOONS SCORE +---+---+ OF POSSIBLE 17.

Prepared by
Office of the Superintendent
Department of Program Evaluation (pif pds)

Appendix C

Table C-1

Dates and Topics of Inservice Meetings for Kindergarten Assistants
1992-93

Date	Topic
Sept. 3, 14, and 15, 1992	Orientation for the 1992-93 School Year
Sept. 25, 1992	Lesson Plans
Oct. 22, 1992	Learning to Look at Print (Extending Letter Knowledge)
Nov. 11-12, 1992	Multicultural Education
Dec. 10, 1992	The Writing Process
Mar. 4, 8, 11, and 15, 1993	Meeting the Needs of Challenging Students
Mar. 24, 1993	Balloon's Test Instructions
Apr. 6, 1993	Library Materials Available at the Districts' Library Media Center
May 14, 19, 1993	New Supplemental Books to be Distributed in September (1993)